DOCUMENT RESUME

ED 069 991 AC 014 045

TITLE	Industrialization and Growth of the Cities: Level II, Unit 3, Lesson 1; Immigration: Lesson 2; Union and Management: Lesson 3. Advanced General Education Program. A High School Self-Study Program.
INSTITUTION	Manpower Administration (DOL), Washington, D. C. Job Corps.
REPORT NO	PM-431-36; PM-431-37; PM-431-38
PUB DATE	Nov 69
NOTE	79p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Educational Programs; *General Education; *High Schools; *Independent Study; Literary Criticism; Management; Mathematics; Natural Sciences; Self Expression; Social Studies; Tests; Unions; *Urban Areas; Urban Immigration

ABSTRACT

An advanced General Education Program has been designed to prepare an individual with the information, concepts, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document is a discussion of industrialization and growth of the cities, immigration, and unions and management. (CK)

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PM 431 - 36

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

INDUSTRIALIZATION AND GROWTH OF THE CITIES

LEVEL: II

UNIT: 3

LESSON: 1

AC014045

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

What will it be like to live in the future, say, in the year 2067? Scientists predict, for instance, that in 2067, people will no longer drive their own cars. They will simply get in a vehicle, turn a switch, and be automatically taken by rail to their destination.

We are constantly amazed at what science is doing and can do. But what does all this mean to us as people, living, working, and playing in our daily lives? What will these achievements do for us and to us.

In the future, speed will dominate our lives. Flying from coast to coast or from Maine to Florida will take less time and cost less money than it now takes to ride by train from Boston to New York. Many people will own airplanes or helicopters. People will live in New York and go to work every day in Europe. Rocket trips to the Moon, and maybe even to Venus, will be a normal part of life.

The future for man will mean less work and more comfort, more convenience, more pleasure. New machines will make more products with amazing speed. With the help of these new machines, men will be able to do more and earn more in less time than they can today. The work week will be as short as three days. As a consequence, new and more widespread public facilities for theaters, concerts, sports, and parks will become available to more people, more often. More and more people will be able to actively participate in the arts and sports.

Comfort and convenience will characterize home and city life. Telephones will be equipped with television screens so people can see each other when they talk. People will ride from room to room on cushioned chairs, up and down stairs on escalators, and from house to house on private subways. Moving sidewalks, supersonic subways, and mono-railed buses will make walking a thing of the past. All buildings will be air-conditioned, and even entire cities will be enclosed in air-conditioned domes.

If this picture of the future seems improbable to you, remember that the pleasures and comforts that the average man enjoys today seemed almost impossible a short time ago. The automobile, air travel, and rapid communications that we take for granted today were unknown before 1930. The minimum wage, the five day work week, labor unions that protect the working man, public education, and inexpensive recreation are commonplace to us today.

In the following lessons, you will discover not only how man came to realize that such things were possible, but how, through his ability to invent, learn, and adapt to changing conditions, he made these things a real part of his life. By taking the following lessons on the growth of cities, immigration, and unions, you will see how the Industrial Revolution of the 1800's remolded our lives and how it has made the life which we have foreseen for the year 2067 a very real possibility.

Time completed _____

1. PREVIEW FRAME In an earlier lesson, you learned that the Industrial Revolution occurred when man discovered new sources of power. Man learned how to use his knowledge of the natural world for practical purposes -- in other words, he developed <u>technology</u>. All these new discoveries had a profound (widespread and important) effect on life in the United States. In this lesson, you will first learn how the Industrial Revolution led to the growth of cities, why problems developed in the cities, and how they were solved. Then you will find out how the Industrial Revolution eventually changed family life in America. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
2. Before the Industrial Revolution, products were hand-made by skilled craftsmen, who made the entire article by themselves. They usually worked in their homes, or in small shops that they owned themselves. Once factories began to grow, many craftsmen found it difficult to make a living. The hand-made goods they produced were more expensive than the standardized goods made on the assembly lines of large factories. Which of these provides an explanation for why many craftsmen could not make a living at their crafts, <u>after</u> the Industrial Revolution? ☐ Their goods cost more than goods that were mass-produced. ☐ Their shops were bought out by the factory owners. ☐ There were no more raw materials available. ☐ They couldn't hire enough people to help them make their goods.	Their goods cost more . . . .

4. Which of the following was NOT a factor in determining where large cities were located? (CHECK ONE)

   a. ☐ location near the center of the country

   b. ☐ location near markets

   c. ☐ location near means of transportation

   d. ☐ location near raw materials used in production

5. CHECK the statements below that are <u>true</u>:

   a. ☐ People move to the suburbs for more land, and for better recreational facilities.

   b. ☐ An urban area is an agricultural region.

   c. ☐ "Zoning" laws are designed to separate urban areas from suburban areas.

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

* U. S. GOVERNMENT PRINTING OFFICE : 1970 O - 369-843

3. The factories provided many new jobs. Men were needed to run the machines that made the goods. Many craftsmen left their small towns and villages and went to work in large factories. As more and more people came to work in the factories, cities developed around them. What is the reason for the growth of cities? ☐ The development of industry attracted many workers. ☐ There were not enough craftsmen in the small towns. ☐ Towns and villages were unhealthy places to live.	The development of . . . .
4. Which of the following resulted from the development of industry at the time of the Industrial Revolution? ☐ Many people left the United States because they couldn't earn a living here. ☐ Many people moved from towns and villages into cities. ☐ Many people moved from towns and villages into the farming regions.	. . . into cities.

1. Which of the following are ways that the Industrial Revolution affected family life in America? (CHECK every answer that is correct)

   a. ☐ the divorce rate increased

   b. ☐ families no longer worked together

   c. ☐ the home was no longer the center of economic activities

   d. ☐ individual happiness became more important than the welfare of the family as a whole

   e. ☐ women spent more time at home

2. Why did the Industrial Revolution create problems in America? (CHECK ONE)

   a. ☐ because our form of government wasn't suited to the new economy

   b. ☐ because people didn't have enough money to buy the wide variety of goods available

   c. ☐ because technological changes occurred faster than social changes

   d. ☐ because there weren't enough people left to work on the farms

3. Which of the following led to the rapid growth of American cities? (CHECK every answer that is correct)

   a. ☐ the decrease in available farmland

   b. ☐ the development of industry

   c. ☐ the use of more efficient farming methods

   d. ☐ the widespread use of city planning

5. The development of industry was one reason for the growth of cities. Another reason for their growth was the invention of machines which could do farming work better and faster than men could do it. One machine could do the work of several men. Therefore, not as many farmers were needed to produce the same amount of food. In other words, the new farming machines could do the work more <u>efficiently</u>. What does <u>efficiently</u> mean? ☐ at a higher cost, with more men ☐ for lower pay, with more work ☐ in less time, with less effort	in less time . . .
6. When more efficient farming machinery was invented, many farmers were put out of work. In order to get jobs, they, like so many craftsmen, went to work in the large factories which were developing. In other words: ☐ many craftsmen became farmers ☐ many farmers became craftsmen ☐ many farmers moved into small towns ☐ many farmers moved to the cities	. . . moved to the cities

MASTERY TEST

Time started _____

7. Which of the following led to the rapid growth of American cities? ☐ the development of industry ☐ the growth of craftsmanship ☐ the Revolutionary War ☐ the shortage of farmland ☐ the use of more efficient farming methods	the development of industry the use of more efficient . . .
8. As hundreds and thousands of people moved into an area where a factory was located, the area gradually became a city, or an urban center. The word urban refers to an area with: ☐ many factories ☐ many farms ☐ many people	many people
9. WRITE the word urban next to each of the places below which is an urban center: _____ a farming region near New York City _____ a large city which has very few factories _____ Los Angeles _____ New York City _____ Yellowstone National Park	a large city which . . . Los Angeles New York City
10. A city is called an _____ center.	urban

RECREATIONAL FACILITY	a place where people can relax and enjoy themselves; they are common to suburban areas Example: parks, pools, beaches, etc.
CHANGES IN FAMILY LIFE AFTER THE INDUSTRIAL REVOLUTION	The home was no longer the center of economic life. Members of the family spent less time at home. Families were not as close as they were before, and individual happiness became more important than the welfare of the family as a whole.

11.

You have learned two ways in which the Industrial Revolution led to the growth of cities.

1. As factories grew, urban centers developed around them.

2. The development of more efficient farming methods left many farmers out of work, so that they, too, went to the cities in search of jobs.

Before we consider the way in which these cities grew, and the problems that they had, let's find out why the cities developed in certain parts of the United States, and not in others. If you remember that for the most part cities grew up around factories, you will understand many of the reasons for their location. Factories were usually located in areas that were near:

1. a source of raw materials;

2. markets where goods could be sold; and

3. a means of transportation

The next few frames will show you why each of these factors was important in determining the location of cities.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

12.

A factory was usually located near a source of the raw materials it needed. For example, a cigarette factory would probably locate in the southeastern part of the United States, where most of the tobacco is grown.

Someone starting a table factory would want to build it near:

- ☐ a coal mine
- ☐ a forest
- ☐ an ocean
- ☐ an oil well

a forest

The Industrial Revolution led to the growth of cities, causing new sociological problems and changes	
REASONS FOR THE GROWTH OF CITIES	
1. Growth of factories (development of industry)	The technological changes of the Industrial Revolution led to centralized mass production and the creation of many new jobs. This was followed by a large population movement from towns and villages to the areas surrounding the new factories. These areas soon became city centers.
2. The use of more efficient farming methods	Farmers were put out of work by new machines, and many moved to cities to find new jobs.
EFFICIENTLY	in less time, with less effort
URBAN CENTER	a city
CITY PLANNING	Cities grew so rapidly that it was difficult to plan them carefully. This resulted in: 1. housing shortages 2. problems in keeping the city clean (sanitation)
ZONING LAWS	laws which forbid the building of factories in those sections of the city where people live; these laws helped to improve the living conditions in residential areas
RESIDENTIAL AREA	an area where many people have their homes
SUBURBAN AREA	a residential area just outside a city; people move to these areas to escape the crowded, noisy city life, and to have more land

13. When a factory owner selects a location where he can easily get the things he needs to make his product, we say he is choosing a location near to a source of: ☐ power ☐ raw materials ☐ workers	raw materials
14. It is efficient to run a factory near the source of raw materials it uses. It is also efficient to have a factory near a market. In other words, a factory is often located near a population* that will buy the goods it produces. Which of these locations is the <u>least</u> desirable for a factory? ☐ near a large city ☐ near a single village ☐ near several small towns *<u>Population</u> means a group of people.	near a single village
15. A factory located near a group of people who will buy its products is located near: ☐ a market ☐ a source of power ☐ a source of raw materials	a market

41.

In the next lesson, you will see how the Industrial Revolution caused another basic change in American life by attracting thousands of foreigners to this country. You will also find out how the government and the people of the United States reacted to these foreigners.

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

16.

Good sources of transportation were critical to the development of factories, both for bringing in raw materials and for sending out products.

Critical in this context means:

- ☐ criticize
- ☐ important
- ☐ related
- ☐ unnecessary

important

CHECK any of the following which would provide a modern factory with a source of transportation:

- ☐ an airport
- ☐ a mountain
- ☐ a river
- ☐ a road

an airport

a river
a road

Why is a good source of transportation important in deciding where to locate a factory?

- ☐ because products have to be sent to markets where they can be sold
- ☐ because raw materials have to be brought to the factory
- ☐ both of the above
- ☐ neither of the above

both of the above

17.

In order to bring in raw materials and ship out products efficiently, a factory must be near a good source of: (CHECK ONE)

- ☐ power
- ☐ raw materials
- ☐ transportation

transportation

40.

REVIEW FRAME

As the cities grew larger and larger, many people began moving to the suburbs. Some reasons for moving away from urban centers are:

- ☐ escape from crowds
- ☐ better recreational facilities
- ☐ more neighbors
- ☐ more land

escape from crowds
better recreational facilities

more land

The Industrial Revolution contributed to the growth of cities and changed family life. Which of the following are ways in which the Industrial Revolution affected family life?

- ☐ Families spent less time together.
- ☐ Group welfare became more important than individual happiness.
- ☐ The divorce rate increased.
- ☐ The home was no longer the center of economic activity.
- ☐ Marriages became more binding and more meaningful.

Families spent less time together.

The divorce rate increased.

The home was no longer . . .

18.

The Industrial Revolution led to the development of numerous factories. Huge numbers of workers moved into the area around the factories, so they could get jobs there. In this way, cities grew up rapidly around the factories. Consequently, those factors that determined the location of factories also contributed to the location of cities.

In other words, the cities that grew up around factories were near:

- ☐ markets
- ☐ raw materials
- ☐ the center of the country
- ☐ transportation

markets
raw materials

transportation

19.

Now that you have seen why cities grew up during and after the Industrial Revolution, we can take a look at some of the problems created by the rapid development of these urban centers.

The cities grew so quickly that there was no time to plan them carefully. Therefore, many problems arose. For example, there weren't enough houses and apartments for the people to live in, so housing conditions became very crowded. Sanitation (keeping cities clean) became a problem because the equipment available wasn't enough to take care of the large numbers of people who arrived so suddenly.

Housing and sanitation became problems in the newly developing cities because:

- ☐ city planners didn't want to spend their time trying to make conditions better
- ☐ the cities grew so fast that there was no time to prepare for the large number of people
- ☐ the factories were so dirty that their waste created problems for the entire city
- ☐ the people were careless because they were used to living in the country

the cities grew so fast . . .

39.

REVIEW FRAME

In this lesson you have seen that the Industrial Revolution led to the growth of cities because it led to:

- ☐ a shortage in good farmland
- ☐ the development of industry
- ☐ the Revolutionary War
- ☐ the use of better farming methods

the development of industry

the use of better farming methods

You have learned that many cities developed near factories. Since the cities grew up around factories, they were usually located near:

- ☐ markets
- ☐ raw materials
- ☐ the coast
- ☐ transportation

markets
raw materials

transportation

Because cities grew so rapidly, there was little time to plan their growth. Therefore, many urban problems developed. Below is a list of some of these problems. Which problem was partially solved by the introduction of "zoning" laws?

- ☐ There weren't enough houses for the large numbers of people.
- ☐ The sanitation equipment was not sufficient to take care of so many people.
- ☐ People didn't want to live near the factories, because they were noisy and dirty.

People didn't want to live . . . .

20.

The factories were usually large, and often noisy and dirty. People who lived in the cities did not want to have factories right next to their houses. In order to try to make living in the cities more pleasant, laws were passed that forbade factory owners from building factories in the sections of the city where the people lived. These laws are called zoning laws.

Zoning laws were passed to keep:

- ☐ factories out of the part of the city where people have their homes
- ☐ factory owners from building any more factories
- ☐ people from moving into the cities to work in the factories
- ☐ factories from making noise

factories out of the part of . . .

21.

To "reside" in a certain place means to "live" there.

A "residence" is a place where someone lives.

A residential area is a place where:

- ☐ many people have their homes
- ☐ there are many factories
- ☐ beautiful scenery is found
- ☐ few raw materials are available

many people have their homes

20

37. Many problems were created following the Industrial Revolution, because sociological (social) changes did not take place as rapidly as technological changes. For example, changes in education took a long time to "catch up" to the many new technological discoveries. Which type of change took place more quickly during and after the Industrial Revolution? ☐ sociological changes ☐ technological changes	technological changes
38. At the time of the rapid growth of American cities, which occurred first? ☐ sociological changes ☐ technological changes	technological changes

22. Zoning laws were passed to control the location of: ☐ cities ☐ industry ☐ residences ☐ transportation	industry
23. Zoning laws help to improve living conditions in big cities by keeping: ☐ all of the theaters and restaurants near the center of the city ☐ high income and low income people in separate parts of the city ☐ large industries from locating in residential zones ☐ certain zones of the city to be used for parks and playgrounds	large industries . . .
24. Even though some steps were taken to improve conditions in cities after the Industrial Revolution, many people still were not happy living in urban areas. The cities were overcrowded, and because so many people were living in the city, no one had very much space, or land. Also, there were not enough places where people could go to enjoy themselves. Even today, many people do not like to live in the center of a city; they prefer to live in the suburban areas, or the suburbs. What is a suburban area ? ☐ a non-residential area ☐ an area with many factories ☐ an area just outside a city ☐ the center of an urban area	an area just outside a city 22

34. Which of the following are ways that the Industrial Revolution changed family life in America ? ☐ Families spent more time together. ☐ Individual happiness became more important. ☐ The divorce rate increased. ☐ The home became the center of economic life. ☐ The women spent more time at home.	Individual happiness became . . . The divorce rate increased.
35. In an earlier lesson, you learned that new machines and new means of transportation were invented during the Industrial Revolution. This type of progress is called: (CHECK one) ☐ agricultural ☐ biological progress ☐ environmental progress ☐ technological progress	technological progress
36. You have also seen how modern technological changes caused social changes, such as the movement of people to the cities, and the decrease in the importance of the family as a whole. Social changes refer to changes in: ☐ industry ☐ the natural environment ☐ people's ways of life ☐ technology	people's ways of life

25. Which of these terms refers to the area surrounding a city? ☐ suburban ☐ urban	suburban
26. There are many reasons why people prefer to live in suburban areas rather than in the city itself. In the suburbs, people can have more room, while living in the city is often crowded. The suburbs have fewer people living in the same amount of space than the urban areas, so each person has more room than he would in the city. Which of the following are reasons why people move to the suburbs? ☐ to be nearer to their neighbors ☐ to escape the crowds of the cities ☐ to have more land	to escape the crowds . . . to have more land
27. People also move to the suburban areas because those areas usually have more places where people can relax, enjoy sports, and otherwise entertain themselves. For example, suburban areas usually have more recreational facilities such as golf courses, swimming pools, beaches, playgrounds, etc. What is a <u>recreational facility</u>? ☐ a place of residence ☐ a place where industry has developed ☐ a place where people can relax and enjoy themselves ☐ a suburban area	a place where people can . . .

32.

After the Industrial Revolution, the home was no longer the center of economic activity. Instead, the man of the house, and often his wife and children, got jobs in factories. Since the family did not work together, it was not as close anymore. The welfare of the family as a whole became less important than the happiness of each individual member of the family.

Which of the following are true about families after the Industrial Revolution?

- ☐ Each member of the family became more important as an individual.
- ☐ Each member of the family became more involved with the family as a whole.
- ☐ They spent less time at home.
- ☐ They worked together.

. . . more important as an individual

They spent less time at home.

33.

After the Industrial Revolution, there were many more divorces than there had been before the Industrial Revolution. In other words, the divorce rate increased following the growth of industry.

The increased divorce rate after the Industrial Revolution shows that:

- ☐ families spent more time together
- ☐ people could not get jobs
- ☐ the family was no longer a strong group
- ☐ urban centers grew rapidly

the family was no longer . . .

28. Which of the following are reasons why people move to the suburbs? ☐ because the zoning laws force them to move out of the center of the city ☐ because they want better recreational facilities ☐ because they want more land ☐ because they want to escape the crowds of people moving into the cities	because they want better . . . because they want more land because they want to escape . . .
29. PREVIEW FRAME So far, you have seen how the Industrial Revolution led to the growth of cities. You also learned that the rapid growth of the cities created several difficulties, such as overcrowded housing conditions and sanitation problems, and how some of these situations were improved. The Industrial Revolution also effected life in America in another important way. It caused major changes in American family life. The next few frames will explain how these changes came about as a result of the industrialization of the United States. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME

30.

Before the Industrial Revolution, man usually worked at home. Quite often, his family helped him with his work. Under this system, families spent a great deal of time together in the home, which was the center of economic activity.

CHECK the statements below that were true of family life before the Industrial Revolution:

- ☐ Children and wives often helped with the work of the man of the house.
- ☐ Each member of the family lived a life that was almost completely separate from the rest of the family.
- ☐ Families spent most of their time at home.
- ☐ The work done to support the family was done outside the home.

Children and wives . . .

Families spent most . . .

31.

Before the Industrial Revolution, families spent most of their time together in the home. Therefore, the family was very close. Plans were made around the family <u>as a whole</u>, rather than around each separate member of the family. The welfare (well-being) of the family was more important than the happiness of each individual member.

Before the Industrial Revolution, the family was thought of as: (CHECK ONE)

- ☐ a group of individuals with separate goals
- ☐ a group with common interests and goals
- ☐ a group whose purpose was to make each member happy
- ☐ an unnecessary, unimportant group

. . . common interests and goals

PM 431 - 37

ED 069991

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

IMMIGRATION
LEVEL: II
UNIT: 3
LESSON: 2

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1. CHECK the statements below that are true:

   a. ☐ Factory workers wanted to place restrictions on immigration.

   b. ☐ Most Americans become citizens through naturalization.

   c. ☐ Most immigrants settle in farming regions.

   d. ☐ Nearly all immigrant groups were the victims of prejudice.

   e. ☐ Public school education helps to Americanize immigrants.

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

☆ U. S. GOVERNMENT PRINTING OFFICE : 1970 O - 369-844

1. INTRODUCTION In the previous lesson, you learned how the Industrial Revolution led to the growth of cities, and how it changed family life in America. In this lesson, you will learn about another effect of the Industrial Revolution on life in the United States. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
2. When the Industrial Revolution took place in this country, many new jobs were created. Many foreigners (people from other countries) heard about the growth of factories here. Some of these foreigners were poor, and they wanted to be able to make a better living. They thought they would have a better chance in America, so they came to this country. What is a foreigner? ☐ a factory worker ☐ a person born in another country ☐ a person who lives in America ☐ a poor person According to the paragraph above, why did many foreigners come to America after the Industrial Revolution? _____	a person born in another country to make a better living (or equivalent response)

1. What is the reason that MOST immigrants have come to America? (CHECK ONE)

   a. ☐ to be able to worship the way they want

   b. ☐ to escape from tyrannical governments

   c. ☐ to get better educations

   d. ☐ to make a better living

2. At the beginning of the 20th Century, why did many Americans feel that restrictions should be placed on immigration? (CHECK ONE)

   a. ☐ because immigrants were bringing diseases into this country

   b. ☐ because many immigrants held dangerous political ideas

   c. ☐ because the immigrants put many American workers out of their jobs

   d. ☐ because the immigrants were getting all the high-paying jobs

3. FILL IN THE BLANKS with the correct words from the list below:

alien	naturalization
immigrant	quota
immigration	restriction

   a. A person who comes to the United States with the intention of becoming a citizen is called a(n) _____.

   b. The number of immigrants allowed to enter the United States from any one country is called a(n) _____.

   c. The process through which foreigners become United States citizens is called _____.

3.

Throughout its history, foreigners have always come to live in the United States. Some came because they wanted religious freedom which they could not get in their native country (the country where they were born). Some lived in countries where the government was run by a despot. They came to America because they wanted to live in a democracy. After the Industrial Revolution, though, many more people came to this country than ever before. They came because they wanted to make a better living than they could in their native country.

What is the name of your native country? _____

(You should have written the name of the country where you were born.)

MOST foreigners came to this country because they wanted:

- ☐ a different native country
- ☐ economic betterment
- ☐ political freedom
- ☐ religious freedom

economic betterment

4.

The Industrial Revolution offered foreigners a chance to: (CHECK ONE)

- ☐ escape tyrannical governments
- ☐ get a better education
- ☐ make a better living
- ☐ practice their own religions freely

make a better living

MASTERY TEST

Time started _____

34

5. Most aliens (foreigners) who came to the United States after the Industrial Revolution settled in the areas where they could most easily get jobs. An alien is someone who lives in: ☐ a country other than the one where he was born ☐ the country where he was born Most aliens in this country got jobs working in factories. From this you can guess that most of them settled in: ☐ farming regions ☐ small towns ☐ urban centers	. . . other than the one where . . . urban centers
6. Most aliens settled in large cities because: ☐ the cities reminded them of their native countries ☐ the government wouldn't let them live on farms ☐ there was more food and housing in the cities ☐ there were more jobs in the cities	. . . were more jobs in the cities
7. Where did most foreigners who came to the United States settle? _____	in cities

FOREIGNER or ALIEN	a person born in another country: During and after the Industrial Revolution many foreigners came to America in search of a better living. Most settled in cities because there were more jobs to be found in cities.
IMMIGRANT	an alien who wants to become a citizen
NATURALIZATION	the process a foreigner goes through in order to become a citizen
RESTRICTIONS ON CITIZENSHIP	limitations on the kind and number of people who are allowed to become American citizens
QUOTA	a restriction of the number of people from a particular country who are allowed to immigrate to the United States each year
PREJUDICE	treating people unfairly because they are different in some way: Immigrant peoples usually experience prejudice because they are different from native Americans.
AMERICANIZATION	learning to act like a native American: Immigrant children usually become Americanized more quickly than their parents. This is a result of their attending public schools where they come in constant contact with American ways.

8.

The foreigners who came to America were willing to work for less money than the Americans, because they were used to less. This meant that the factory owners could pay the foreigners lower wages than Americans would work for. Many Americans were put out of work because foreigners would do the same work for less pay.

Which group of people would want to limit the number of foreigners allowed into this country?

- ☐ aliens
- ☐ American factory owners
- ☐ American factory workers

American factory workers

9.

American workers wanted to limit the number of foreigners coming into this country because the aliens:

- ☐ were getting higher-paying jobs than American workers
- ☐ were lazy and didn't want to work
- ☐ were taking jobs away from American workers
- ☐ were willing to work for less money than Americans
- ☐ wouldn't hire Americans to work for them

were taking jobs away . . .

were willing to work for . . .

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33.

Many foreigners immigrated to the United States in hopes of making a better living. The United States eventually set a limit on the number of immigrants allowed. Why did the United States restrict immigration?

- ☐ to keep out undesirable types of people
- ☐ to keep the nation from becoming too crowded
- ☐ to prevent the Americanization of immigrants
- ☐ to prevent the spread of prejudice
- ☐ to protect the jobs and wages of American workers

to keep out undesirable . . .

to protect the jobs and wages . . .

34.

In this program, you have learned how the Industrial Revolution led to an increase in immigration in this country. You have discovered how our immigration laws work, and how immigrants live in America.

In the next lesson, you will learn about how the Industrial Revolution changed the life of workers in America.

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

10.

Most of the foreigners who come to live and work in America want to become citizens of the United States. These people are called immigrants.

What is an immigrant?

- ☐ a factory worker
- ☐ a foreigner who is visiting the United States
- ☐ an alien who wants to become a citizen
- ☐ an American citizen

an alien who wants to . . .

11.

WRITE the word immigrant next to the description of a person who wants to become a citizen of a foreign country:

_____ Mr. Marvel wants to get away from his native country for a while, so he takes a three-month tour of the world.

_____ Mr. Christopher takes a vacation in Italy, and decides to spend the rest of his life there. He was born an American, but decides to become an Italian instead.

_____ Mr. Fillmore was born in the state of Oregon. But he doesn't like the cold weather there, so he decides to move to California and live in a warmer climate.

immigrant

12.

A foreigner who comes to this country wanting to become a citizen is called a(n) _____.

immigrant

32.

Below is a list of the terms you learned in this lesson and a list of their definitions. READ each definition carefully, then MATCH it to the correct term.

A. A limitation on the number of foreigners allowed to come to the United States to live and work.

B. A limitation on the types of foreigners allowed to come to the United States to live and work.

C. Discrimination against a person because of his native origin.

D. People who go to a foreign country with the intention of becoming a citizen of that country.

E. The country in which a person is born.

F. The process of becoming like an American citizen in manners and customs.

G. The process through which a foreigner must go in order to become a United States citizen.

1. _____ Americanization
2. _____ Immigrants
3. _____ Immigration restriction
4. _____ Native country
5. _____ Naturalization
6. _____ Prejudice
7. _____ Quota

1. F
2. D
3. B
4. E
5. G
6. C
7. A

13.

When an immigrant wants to become a citizen of the United States, he must take certain steps, or go through a certain process. This process involves first living in this country for five years, then filing a form with the government requesting citizenship. Once this is done, the government conducts a test to be sure that the applicant is of good character. The immigrant must also pass a test in English, American government, and history. Finally, a court gives the applicant an oath, in which he promises loyalty to the United States. All of these steps are known as the process of naturalization.

In order for a person to become a naturalized citizen, he must:

- ☐ be born in this country
- ☐ live in this country for at least five years
- ☐ show that he knows the English language
- ☐ swear to be loyal to this country

live in this country . . .
show that he knows . . .
swear to be loyal to . . .

14.

Most Americans are citizens because they were born in this country. Many American citizens were born in other countries; and have become naturalized citizens of this country.

Most Americans are citizens because:

- ☐ they went through the process of naturalization
- ☐ they were born in this country

they were born in this country

30.

Immigrant children often become Americanized much more quickly than their parents. This is due largely to the fact that these children spend six or more hours a day in a public school, where they rapidly learn new ways from the American children in their classroom.

Which member of the Belucci family would become Americanized most easily?

- ☐ Mr. Belucci, who works in a factory, and has very little time to talk to his fellow workers
- ☐ Mrs. Belucci, who spends most of the day at home, taking care of the house
- ☐ Roberto Belucci, who attends the fifth grade in a nearby public school

Roberto Belucci, who . . .

31.

The public school system in the United States has lessened the amount of prejudice experienced by immigrant groups by:

- ☐ Americanizing them
- ☐ separating them from American children
- ☐ teaching them the language and customs of their native country

Americanizing them

15. FILL IN THE BLANKS with the word <u>naturalization</u> or <u>immigration</u>: A foreigner in the United States can become a citizen if he takes certain steps. This process is called _____. _____ is the process of going to a foreign country with the intention of becoming a citizen. When an alien comes to a new country he can become a citizen through the process of _____.	naturalization Immigration naturalization
16. The process an immigrant goes through to become a citizen is called _____.	naturalization

27. When an immigrant group is treated unfairly because they are different from native Americans, they are experiencing _____.	prejudice
28. As immigrants spend more time in this country, they learn to speak English, they learn to dress the way Americans dress, and they learn many of the American ways of doing things. In other words, they become <u>Americanized</u>. Which of these people would probably be most Americanized? ☐ a Greek immigrant who has been in America for two months ☐ a Japanese immigrant who has been in this country four years ☐ a Spanish immigrant who has lived in the United States for thirty years	a Spanish immigrant . . .
29. An "Americanized" person is someone who: ☐ acts like a native American ☐ becomes a citizen ☐ immigrates to America	acts like a native American

17. Not everyone is allowed to become an American citizen. Congress has passed many <u>restrictions</u> which say that only certain numbers, and certain types of people can become citizens through naturalization. To <u>restrict</u> immigration means to: ☐ allow it ☐ limit it ☐ stop it	limit it
18. In order to protect our country from people who might be harmful, certain types of people are not allowed to immigrate to this country. For example, restrictions are placed on criminals, on people who are anarchists, and on people who are insane. Which of these people would <u>not</u> be allowed to become a naturalized United States citizen? ☐ Mr. Dubois, born in France, who believes that countries should not have any governments. ☐ Mr. Gomez, born in Mexico, who served a two-year jail sentence for stealing a car. ☐ Mr. Karminski, born in Poland, who wanted to leave because he doesn't agree with the Communists who run the government there. ☐ Mr. Schmidt, born in Germany, who spent the last fifteen years in a mental hospital.	Mr. Dubois . . . Mr. Gomez . . . Mr. Schmidt . . .

24. Most immigrants who come to America: ☐ dress differently from Americans ☐ have different customs from Americans ☐ speak differently from Americans ☐ all of the above ☐ none of the above	all of the above
25. People are often afraid of and suspicious of people who are different. Americans are sometimes unfriendly and unfair to immigrant groups who are different from Americans. German, Irish, and Jewish immigrant groups, for example, all experienced <u>prejudice</u> when they came to this country. What does <u>prejudice</u> mean? ☐ being German, Irish or Jewish ☐ being different from other people ☐ coming from a foreign country ☐ treating people unfairly because they are different	treating people unfairly . . .
26. WRITE the word <u>prejudice</u> next to each of the following groups that would be likely to experience prejudice in the United States: _____ German immigrants _____ Irish immigrants _____ Polish Americans	prejudice prejudice prejudice

19.

In the previous frame, you learned some of the restrictions that are placed on certain types of people.

There are also restrictions on the number of people who are allowed to immigrate to the United States. These restrictions are set up according to each country. In other words, each foreign country is allowed to send a certain number of immigrants to the United States each year. This number is called the country's quota.

WRITE the word quota next to the type of restriction it refers to:

_____	a restriction on the number of immigrants allowed into this country	. . . on the number of . . .
_____	a restriction on the types of immigrants allowed into this country	

20.

Some countries are allowed to send more immigrants to the United States than other countries. For example, most European countries have larger quotas than most Asian and African countries.

WRITE "small quota" next to the countries which would only be allowed to send a few immigrants to the United States. WRITE "large quota" next to those that would be allowed to send a greater number of immigrants.

_____	Japan	small quota
_____	Nigeria	small quota
_____	Spain	large quota

21.

The number of immigrants any single country can send to the United States is called the country's _____.

quota

22. When immigrants come to this country, they usually settle in large cities. They often live in certain sections of the city, where many other immigrants from the same country live. For example, many Chinese immigrants live together in a certain part of the city, while Italian immigrants live in another, and Cuban immigrants in still another. Because immigrants often live together with other people from their native country, you might guess that they: ☐ keep many of the same ways of living that they brought with them from their native country ☐ quickly learn new ways of living from the Americans around them	keep many of the same . . .
23. Immigrants from other countries often do not know how to speak English when they come to America. Instead, they speak the language of their native country. They often dress the way people in their native country dress, and carry on many of the customs of their native country. When immigrants first come to America, they often speak, dress and act: ☐ like native Americans ☐ like people in their own native country	like people in their own . . .

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ED 069991

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

UNIONS AND MANAGEMENT

LEVEL: II

UNIT: 3

LESSON: 3

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1. INTRODUCTORY FRAME Earlier in this section, you learned that the Industrial Revolution led to the rapid growth of cities, as people flocked to the cities to work in factories. Thousands of immigrants from all over the world came to the United States, hoping to make a better living in this country. Working conditions were very poor, but there was very little a worker could do to improve his position. If he asked his boss for more money, he would probably be fired, because there were so many other people waiting to take his place. The situation for the worker seemed hopeless. He was powerless in the face of the large factory owners. Finally, workers decided to join together to demand better working conditions. In this way, they were in a stronger position to deal with the factory owners. In this lesson, you will find out how the workers joined forces, and how they used their joint strength to work for their common interests. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
2. When a person is paid for doing work or performing a service, we say he is receiving <u>wages</u>. A scientist and a construction worker both get paid for their work. That is, they both get <u>wages</u>. Which of the following people receive wages? ☐ a carpenter ☐ a housewife ☐ a nurse ☐ a professional baseball player	a carpenter a nurse a professional baseball player

3. In economics, anyone who receives wages is part of the labor force. In other words, labor refers to all people who get paid for the work they do. CHECK the people below who are part of labor: ☐ a bus driver ☐ a salesman ☐ a student ☐ a teacher	a bus driver a salesman a teacher
4. When someone takes a job, he is trading his work for wages. In other words, he sells his work, or his services, to management. Management means people who: ☐ own or direct a business ☐ perform services ☐ work for the government ☐ work for wages	own or direct a business
5. In the list below, WRITE labor beside those who sell work or services; WRITE management beside those who pay for labor, and direct work. _____ a bank president _____ a bus driver _____ a garage mechanic _____ a gas station owner _____ a secretary _____ a TV repairman who has his own store	management labor labor management labor management

3. FILL IN THE BLANKS with the correct word from the list below:

arbitration	labor
closed	management
collective bargaining	unions
striking	

a. When labor and management call in an outside person to help them reach an agreement they are using _____.

b. When labor and management try to reach an agreement by discussing their differences without outside help, they are using _____.

c. When union workers refuse to work in order to get what they want from management, this is called _____.

d. A place of work that hires only union workers is called a _____ shop.

4. What are the "basic industries"? (CHECK ONE)

a. ☐ the food, clothing, and housing industries

b. ☐ industries that produce defense products

c. ☐ industries run by the government

d. ☐ industries that produce materials needed by other industries

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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* U. S. GOVERNMENT PRINTING OFFICE : 1970 O - 389-845

6. MATCH the following: A. labor B. management 1. _____ directs business 2. _____ pays wages 3. _____ sells work or services	 1. B 2. B 3. A
7. People who are part of the labor force all want good wages and comfortable, fair working conditions. Because all workers want these things, we say they have a <u>unity of interests</u>. Management is interested in making as large a profit as possible. The less money management pays to labor in wages, the more profit it will make. This often creates a <u>conflict of interests</u> between labor and management. What does <u>unity of interests</u> mean? ☐ wanting the same things ☐ wanting different things ☐ wanting everything ☐ not wanting anything What does a <u>conflict of interests</u> mean? ☐ wanting the same things ☐ wanting different things ☐ wanting everything ☐ not wanting anything	 wanting the same things wanting different things

3

1. What is a labor union? An organization of (CHECK one):

   a. ☐ employers established to protect their common interests

   b. ☐ government officials established to protect them against laborers

   c. ☐ manufacturers established to protect them against laborers

   d. ☐ workers and employers established to protect their common interests

   e. ☐ workers established to protect their common interests

2. Which of the following were reasons why labor unions were formed? (CHECK any reason that is correct. You may CHECK more than one answer.)

   a. ☐ the government ordered the workers to form unions

   b. ☐ laborers wanted higher wages

   c. ☐ management wanted labor to be organized

   d. ☐ workers felt the government should take over industry

   e. ☐ workers felt they could get what they wanted by being organized

   f. ☐ workers wanted better working conditions

8.

Tom and Jake work as mechanics in Square's Body Shop. They would like to make as much money as possible. They would also like to work just a forty-hour week, so they can have free time to do other things they enjoy.

Mr. Square, who owns the garage, would like to make as much profit for himself as he can. He would like his mechanics to work overtime, so that he can do more business.

In the example above, who has a unity of interests?

- ☐ Jake and Mr. Square
- ☐ Tom and Jake
- ☐ Tom and Mr. Square

Tom and Jake

Who has a conflict of interests?

- ☐ Jake and Mr. Square
- ☐ Tom and Jake
- ☐ Tom and Mr. Square

Jake and Mr. Square

Tom and Mr. Square

MASTERY TEST

Time started _____

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9.

One day, Mr. Square called Tom and Jake into his office. He told them that there were a lot of cars waiting to be fixed during the next week. He asked them if they would be willing to work extra hours in order to finish all the work that needed to be done.

Tom and Jake didn't really want to put in extra time at work. But they said they would be willing to do it if they could make a lot of extra money.

Mr. Square thought that was reasonable, so he promised to pay each of the boys an extra $50 that week if they would work 2 hours later each night.

If Tom and Jake accept (agree to) Mr. Square's offer, what will they have to give up?

- ☐ part of their wages
- ☐ some of their free time
- ☐ their jobs

some of their free time

What is Mr. Square offering to give up?

- ☐ more money
- ☐ more of his time
- ☐ part of his business

more money

Who will benefit from (get something good from) the agreement?

- ☐ Jake
- ☐ Mr. Square
- ☐ Tom
- ☐ all of the above

all of the above

Methods used by labor in forcing management to give them what they want:	
1. STRIKE	The workers refuse to work.
2. BOYCOTT	The workers agree not to buy the products of a certain company.
CLOSED SHOP	a business that hires only union members
BASIC INDUSTRY	an industry that produces something needed by many other industries Example: steel, coal, iron, etc.

10. Mr. Square reached an agreement with his employees. Both he and the mechanics got some of the things they wanted. But, they also had to give up some of the things they wanted. In other words, they had to <u>compromise</u>. Which of the following is an example of a compromise? ☐ Mr. Square gives the mechanics a raise, and requires them to work longer hours. ☐ The mechanics get higher wages, but refuse to work longer hours. ☐ Mr. Square refuses to give the mechanics any more money, and makes them work longer hours.	Mr. Square gives the . . . .
11. When labor and management come to an agreement by each giving up part of what they want, the agreement is called a <u>bargain</u>. In discussions of labor problems, the word <u>bargain</u> refers to: ☐ a compromise agreement ☐ something bought for a low price	a compromise agreement
12. A <u>bargain</u> is an agreement in which: ☐ both parties get everything they want ☐ both parties give up something in order to get part of what they want ☐ neither party gets any of what it wants ☐ one party gives in so the other can get everything that it wants	both parties give up . . .

WAGES	the amount of money paid to a person for doing work or for performing a service
LABOR FORCE	anyone who receives wages for his work is a member of the labor force
MANAGEMENT	people who own or direct a business
UNITY OF INTERESTS	wanting the same things Example: Workers on a job have a unity of interests with the other workers on the job.
CONFLICT OF INTERESTS	wanting different things Example: Workers on a job have a conflict of interests with management.
BARGAIN	an agreement in which both sides give up something in order to get part of what they want
UNION	a group of workers having a unity of interests who join together to protect and work for their common interests; workers who have combined in a union are in a better position to bargain with management
NEGOTIATION and COLLECTIVE BARGAINING	the process of working out an agreement through discussions between labor and management
ARBITRATION	the use of an outside expert to act as a referee in settling labor-management disputes

13. When labor and management make a bargain, they are: ☐ creating a conflict of interests ☐ creating a unity of interests ☐ solving a conflict of interests	solving a conflict of interests
14. Now let's consider an historical example of a conflict of interests between labor and management. You will remember from the lesson on the Industrial Revolution that the working conditions in factories were quite unfavorable at first. Men worked long hours in dirty, hot, unsanitary buildings. They were paid very low wages. Which of the following are things that workers wanted, following the rapid growth of industry during the Industrial Revolution? ☐ better pay ☐ cleaner places to work ☐ shorter working hours ☐ all of the above	all of the above

46.

What is an example of a strike?

- ☐ All the housewives in a neighborhood refuse to buy meat from supermarkets.
- ☐ Management in Factory A lays off 50% of workers for summer.
- ☐ Representatives of labor and management meet around a conference table.
- ☐ Steel workers throughout the country don't go to work.

Steel workers throughout . . . .

47.

As a result of negotiation, management may agree to have a closed shop.

This is an agreement to:

- ☐ let labor supervise hiring of workers
- ☐ make labor a part of management
- ☐ only hire workers who are members of a union
- ☐ use collective bargaining

only hire workers who are . . .

48.

In this lesson, you have learned why workers joined together to form unions, and how labor unions operate in trying to settle disputes with management. You have seen that labor unions have become very powerful in dealing with management.

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

15.

At the time of the Industrial Revolution, if one of the workers decided to complain about the poor conditions, and ask for better pay, he would probably be fired. There were so many people looking for jobs that management would have no trouble hiring someone to take his place. After a while, the workers all joined together to work for their common interests. They formed groups called unions.

What is a union?

- ☐ a group of laborers and management people who join together to work for their common interests
- ☐ a group of management people who join together to work for their common interests
- ☐ a group of workers who join together to protect their common interests

a group of workers who . . .

Which way would a laborer be most likely to get what he wanted from management?

- ☐ by going to management himself and trying to make a bargain
- ☐ by joining together with his fellow workers and trying to make a bargain with management as a group

by joining together . . .

44. The Industrial Revolution in America marked a turning point in the relations between labor and management. Laborers organized themselves into groups called _____ in order to get better pay, cleaner places to work and shorter working hours. Certain procedures arose to enable labor and management to negotiate after the Industrial Revolution. MATCH the following: A. labor and management bringing in someone from outside to referee B. labor and management each discussing issues within its own group C. labor and management talking over disputes together 1. _____ collective bargaining 2. _____ arbitration	unions 1. C 2. A
45. In instances where labor and management could not agree, labor formed the practice of striking and boycotting. A boycott hurts management by: ☐ slowing down consumption ☐ slowing down production	slowing down consumption

16.

Working conditions during the Industrial Revolution were very bad. In order to try to get better working conditions from management, the workers:

- ☐ formed unions, so they could bargain with management as a group
- ☐ quit their jobs
- ☐ went to management separately and tried to get what they wanted
- ☐ worked even harder, and hoped management would notice, and give them what they wanted

formed unions, so they . . .

17.

FILL IN THE BLANKS with the correct word from the list below:

Industrial Revolution	unions
Revolutionary War	clubs
labor	
management	

Working conditions in factories were very bad during the _____.

Industrial Revolution

In order to get what they wanted, the workers had to bargain with _____.

management

In order to have more bargaining power, the workers joined together in groups called _____.

unions

42.

This frame and the following review what you have learned about labor, management, and their conflicts of interest. Management pays for labor in wages. Labor does work or performs services. Management owns or directs business.

MATCH the following:

A. bus driver
B. teacher
C. ranch owner

1. _____ labor
2. _____ management

1. A, B,
2. C

43.

Labor wants good wages and comfortable working conditions. Management wants as large a profit as possible.

This often leads to :

- ☐ conflict of interests
- ☐ unity of interests

conflict of interests

which can be solved by:

- ☐ arbitration
- ☐ collective bargaining
- ☐ both of the above

both of the above

18.

CHECK the statements below that are reasons why workers formed unions:

- ☐ they had a unity of interests with management
- ☐ they thought they could bargain better as a group than they could as individuals
- ☐ they wanted better working conditions
- ☐ they wanted higher wages
- ☐ they wanted shorter working hours

they thought they could . . .

they wanted better working . . .

they wanted higher wages

they wanted shorter . . .

40.

An industry that produces something needed by many other industries is called a basic industry. The steel, coal, iron, and oil industries are considered basic industries because they produce raw materials needed by many other industries.

Why would a nationwide strike in a basic industry be more serious than a strike in any other type of business? (CHECK one.)

- ☐ Because basic industries are more important than any other type of industry.
- ☐ Because it would be bad for the general welfare of the country.
- ☐ Because management of basic industries loses more money during a strike than any other type of management.
- ☐ Because strikes in basic industries are harder to settle than any other kind of strike.

Because it would be bad for . . . .

41.

What is a basic industry?

- ☐ An industry that produces things that fill man's basic needs.
- ☐ An industry that produces things that many other industries need.
- ☐ An industry that uses a lot of steel, iron, coal, and oil.
- ☐ An industry whose workers are on strike.

. . . that produces things . . . .

19.

When the workers in a union decide to ask management for something, the first thing they usually do is choose a union member to go and talk with management. The representative explains what the workers want, and tries to make a bargain with management. This is called <u>collective bargaining</u>, or negotiation.

<u>Collective bargaining</u> means:

- ☐ electing new management people
- ☐ forming a union
- ☐ talking over problems between labor and management
- ☐ writing letters to management to ask for improvements

talking over problems . . .

To <u>negotiate</u> means to:

- ☐ try to reach an agreement
- ☐ elect a representative
- ☐ form a union
- ☐ have an argument

try to reach an agreement

38.

Another reason that unions are so powerful today is that they have so many members. Originally, unions were groups of people who worked in the same place. Today, unions are much larger. For example, there is one union which includes nearly all of the people who work in clothing factories.

There are also huge, nationwide unions whose members work in many different trades. An example of one of these giant unions is the AF of L - CIO (the American Federation of Labor - Congress of Industrial Organizations).

The AF of L - CIO is so powerful because it:

- ☐ has many thousands of members belonging to it
- ☐ includes all of the people who work in the clothing industry
- ☐ is the only union left in America today
- ☐ was the first union ever formed in the United States

has many thousands of . . .

39.

Here is an example of how much power a union can have. Suppose the workers in the steel industry go on strike. Steel mills all over the country will stop producing steel. That means that all of the companies who need steel will have to slow down their production, because they won't be able to get steel. For example, the automobile industry would not be able to produce enough cars. Construction companies, which need steel beams to put up large buildings, would also be hurt by the strike. In fact, the entire economy of the country would suffer if a steel strike continued for a long period of time.

Which strike would probably be most dangerous to our country's economy?

- ☐ a strike in the bicycle industry
- ☐ a strike in the coal industry
- ☐ a strike of all actors and actresses
- ☐ a strike of all TV repairmen

a strike in the coal industry

20.

When workers have a representative talk with management, trying to settle a conflict of interests, they are using a method of settlement called negotiation, or collective bargaining.

Which of the following is an example of negotiation, or collective bargaining? (CHECK ONE)

- ☐ Sam doesn't like his job, so he quits it.
- ☐ Sam doesn't think he's getting enough money, so he talks over the possibility of a raise with his boss.
- ☐ Sam thinks his boss deserves a Christmas present from the workers he directs. Sam's fellow workers agree with him, so they each donate some money, and elect Sam as their representative to buy the gift and give it to their boss.
- ☐ Sam thinks his company should give the workers longer vacations. His fellow workers agree with him. They send Sam to discuss the problem with management for them.

Sam thinks his company . . .

21.

Labor and management often ask someone from outside to come in and help them settle their disputes*. This person listens to what both sides have to say, and then makes a suggestion for solving the conflict. When labor and management use an outside expert to help them solve their problems, they are using a method of settlement known as arbitration.

An arbitrator is a person who:

- ☐ creates a conflict of interest between labor and management
- ☐ represents union workers when they bargain with management
- ☐ tries to settle a dispute between labor and management

*A dispute is a disagreement.

tries to settle a dispute . . .

35.

Unions were not very strong when they were first formed. Today, through the use of such methods as strikes and boycotts, unions have a great deal of power. They are especially powerful in places where management has agreed to hire only workers who belong to the union. A place of business where this arrangement is used is called a closed shop.

What is a closed shop?

- ☐ a business that closes down whenever there is a conflict of interests between labor and management
- ☐ a business that will hire only union members
- ☐ a business that will not hire union members
- ☐ a business where management has agreed to use arbitration to solve all disputes

a business that will hire . . .

36.

In a closed shop:

- ☐ all of the workers belong to a union
- ☐ none of the workers belong to a union
- ☐ some of the workers belong to a union

all of the workers belong . . .

37.

Mr. Bengel owns a department store. He has promised to hire only people who belong to a union. What type of business does Mr. Bengel have?

- ☐ a closed shop
- ☐ a union shop
- ☐ an open shop

a closed shop

22.

Arbitration, negotiation and collective bargaining are all ways of settling disputes between labor and management.

Negotiation and collective bargaining involve discussions between labor and management only.

Arbitration involves the use of an outside expert to help solve the conflict between labor and management.

CHECK any of the following that are methods of solving disagreements between labor and management:

- ☐ arbitration
- ☐ collective bargaining
- ☐ negotiation

ALL ANSWERS SHOULD BE CHECKED

CHECK any of the following which use discussions just between labor and management:

- ☐ arbitration
- ☐ collective bargaining
- ☐ negotiation

collective bargaining
negotiation

CHECK any of the following which uses a person who is not part of labor or management, who acts as a "referee" in the discussion:

- ☐ arbitration
- ☐ collective bargaining
- ☐ negotiation

arbitration

32. WRITE the word boycott beside the example below that describes a boycott: _____ Management in Factory A refuses to let the workers buy any of the products made by the company. _____ The workers in Factory B stop buying their company's products, and get many other people to stop buying them too. _____ The workers in Factory C refuse to go to work. _____ The workers in Factory D promise to buy just the products made by that company.	boycott
33. When the workers in a particular company refuse to buy that company's products, and get many other people to stop buying their products, too, they are using a _____.	boycott
34. LIST the names of two methods that labor can use to try to force management to give them what they want: _____ _____	strike boycott (any order)

23.

Mr. Strong owns a grocery store. His workers thought they should be getting better pay, and they told this to Mr. Strong. Mr. Strong was not even willing to talk to his workers about their complaint. Then the workers asked Mr. Reese, a well-respected lawyer in the community, to help solve their problem. Mr. Strong decided to talk over the dispute with his workers and Mr. Reese, since he thought Mr. Reese would be fair. Mr. Reese listened to the arguments of both sides. Then he suggested that the workers be given a small raise. Mr. Strong and the workers were both satisfied with Mr. Reese's suggestion.

In the example above, who represents management?

- ☐ Mr. Reese
- ☐ Mr. Strong
- ☐ the workers

Mr. Strong

Was Mr. Strong willing to use collective bargaining to settle the dispute?

- ☐ yes
- ☐ no

no

Who was the arbitrator?

- ☐ Mr. Reese
- ☐ Mr. Strong
- ☐ the workers

Mr. Reese

Was Mr. Strong willing to use arbitration to settle the dispute?

- ☐ yes
- ☐ no

yes

24.

Which of the following methods of settling disputes involves the use of an outside person who acts as a referee?

- ☐ arbitration
- ☐ collective bargaining
- ☐ negotiation

arbitration

29.

WRITE the word strike next to each example below which describes a strike:

_____ Management in Factory A closes the factory during August while all the workers go on vacation.

_____ Many of the workers in Factory B do not come to work on a certain day because they are sick.

_____ The workers in Factory C stay home from work because they want more money and management won't give it to them.

_____ The workers in Factory D refuse to talk with management about their problems, because management has always been unfair to them in the past.

strike

30.

When the workers in a factory want to force management to give them something, they might decide to stay away from work. If they do this, they are going on _____.

strike

31.

A second method labor can use to get what they want from management is a boycott. When workers boycott a certain company, they agree not to buy the products of that company. They also get their friends, and workers in other companies, to agree not to buy their company's products. If a lot of people stop buying the company's products, management will lose money.

A boycott hurts management by:

☐ slowing down consumption
☐ slowing down production

slowing down consumption

25. FILL IN THE BLANKS with the correct word from the list below: arbitration negotiation conflict unity When labor and management have a dispute, they have a _____ of interests. One way to settle a disagreement is to have a representative of labor talk to management. This is called _____. Sometimes, an outside person is called in to help settle the disagreement. When this happens, labor and management are using _____.	conflict negotiation arbitration
26. MATCH the following: A. a conflict of interests B. a discussion between labor and management only C. a method of solving a disagreement in which an outside person is used as a "referee" 1. _____ arbitration 2. _____ collective bargaining 3. _____ dispute 4. _____ negotiation	1. C 2. B 3. A 4. B

27.

PREVIEW FRAME

Sometimes, management is not willing to talk over problems with labor. Other times, they try to talk over the problems, but cannot reach an agreement with labor. When either of these situations occurs, there are several methods that labor can use in trying to force management to give them what they want.

You will discover that these methods will only work if all, or most, of the workers take part. That's why workers have much more strength when they form unions. One man by himself cannot use the methods that you will learn about in the next few frames.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

28.

When management refuses to give workers what they want, workers can refuse to work. This method of pressuring management is called striking.

When workers go on strike, they create a problem for management by:

- ☐ slowing down consumption
- ☐ slowing down production

slowing down production

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